DOCUMENT RESUME

ED 185 194 UD 020 459

AUTHOR King, A. L.; Galindo, Letticia
TITLE Identification of Effective Staff Development/Inservice Education Strategies to Integrate Desegregated Schools.
INSTITUTION Southwest Educational Development Lab., Austin, Tex.
PUB DATE 80
NOTE 39p.; Paper prepared for the American Educational Research Association Annual Meeting (Boston, MA, April, 1980). Not available in paper copy due to institution's restriction.
AVAILABLE FROM Ways to Improve Education in Desegregated Schools (WIEDS), Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701 ($3.50)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Cultural Pluralism; *Desegregation Methods; Educational Improvement; Educational Opportunities; Elementary Secondary Education; Equal Education; Ethnic Relations; *Inservice Education; *Racial Integration; *Racial Relations; *School Desegregation; *Staff Development

ABSTRACT

This study examined strategies perceived by school and community representatives as effective in integrating desegregated schools; that is, improving race relations and fostering an atmosphere for equal educational opportunity. The effectiveness of school desegregation strategies and demographic and historical factors of the community are examined. Data were collected from interviews with school administrators and personnel, students, parents, and other community representatives. Complementary data were provided by a written survey and a review of desegregation literature. Based on interpretations of these data, recommendations for designing and implementing effective staff development/inservice education programs for desegregated/desesegregating schools are offered. The recommended content areas for these programs are the following: (1) evaluation and use of multicultural materials; (2) evaluation and use of bilingual materials; (3) communications skills; (4) cultural awareness; (5) ethnic linguistic patterns; (6) classroom management; (7) disciplinary skills; (8) values clarification; (9) multicultural curriculum development; (10) bilingual curriculum development; (11) integration through extracurricular activities; (12) school-home cooperation approaches and techniques; and (13) motivational skills. (Author/MK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MAR 3 1 1980

ED185194

IDENTIFICATION OF EFFECTIVE STAFF DEVELOPMENT/INSERVICE EDUCATION STRATEGIES TO INTEGRATE DESEGREGATED SCHOOLS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A. L. King
Southwest Educational Development Lab.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Paper Prepared by
A. L. King
Senior Researcher
and
Letticia Galindo
Instructional Services Assistant
For Presentation at the
American Educational Research Association
Annual Meeting, 1980
Boston, Massachusetts

UD 020 459

IDENTIFICATION OF EFFECTIVE STAFF DEVELOPMENT/INSERVICE EDUCATION STRATEGIES TO INTEGRATE DESEGREGATED SCHOOLS

The Ways to Improve Education in Desegregated Schools (WIEDS) project's purposes have been to develop an information base of successful desegregation/integration strategies and construct a set of models and guidelines for use by schools in planning staff development activities. Since its inception in 1978, WIEDS has developed a substantial data base by: (1) reviewing the desegregation literature, (2) analyzing the U. S. Commission on Civil Rights Desegregation Case Studies and the National Institute of Education's School Desegregation Ethnographies, (3) surveying 148 central office administrators and General Assistance Center personnel, (4) interviewing 193 administrators, teachers, students, and parents and other community representatives, and (5) studying selected schools' staff development/inservice education (SD) programs. The purpose of this paper is to present the major findings and conclusions of the WIEDS study pertaining to SD in desegregating/integrating schools.

Summary Literature Review

Since 1960 there has been a growing pool of empirical research available on the correlation between the behavior and attitudes of teachers and the attitudes and academic performance of pupils (Gage, 1963; Washington, 1968; Purkey, 1970; Banks, 1970; Krantz, 1970; Banks and Grambs, 1972; Noar, 1972; and Good and Brophy, 1973). Results of investigations using new sophisticated and reliable data collection tools yield rather convincing data that teacher behavior strongly affects pupil behavior and has especially important implications for minority children (Amidon and Hough, 1967; Brophy and Good, 1969; Bonjean, et al., 1967; Gay, 1975).

U. S. Social Science literature documents the majority view of the culturally different as culturally inferior, intellectually and socially

(Kane, 1970; and Stent, Hazard, and Rivlin, 1973). Four studies in this decade were carried out in the southwestern United States--the U. S. Civil Rights Commission, Toward Quality Education for Mexican Americans (1974), and Barnes (1973), Gay (1974), and Mangold (1974) on Hispanic, Black, and Anglo teachers' verbal and non-verbal interactions with Hispanic, Black, and Anglo pupils. White students receive more praise, encouragement, and opportunities for substantive interaction with teachers, while teacher contacts with Black and Hispanic students are mostly procedural, negative, and disciplinary. The results of the four southwestern studies are consistent with each other and with others, such as that on reading and mathematics instructional practices, completed by the National Advisory Council on Equality of Educational Opportunity in 1978 (see also Ainsworth, 1969; Benitez, 1973). Although perhaps there are too few data to be conclusive, the research strongly suggests that student ethnicity is one of the major determinants of teachers' attitudes and behavior toward their students, that teachers, including minority teachers, expect less of minority students and give them fewer opportunities and less encouragement and positive feedback; that these conditions are detrimental to the quality of education; and that many minority children are being denied equal opportunity for quality education.

From other recent studies, it may be concluded that in an effectively desegregated setting: (1) academic achievement rises for the minority children while relatively advantaged majority children continue to learn at the same or higher rate, (2) minority children may gain a more positive self-concept and a more realistic conception of their vocational and educational future than under segregation, and (3) positive racial attitudes by minority and majority students develop as they attend school together (Weinberg, 1977a; 1977b; Edmonds, 1979; Epps, 1979).

The schools play a key role in the socialization of pupils and in determining the future of American society, either perpetuating racial unrest and imbalance or providing an educational setting that promotes racial understanding and harmony (Della-Dora and House, 1974). After summarizing 120 studies of school desegregation which she analyzed for outcomes to children, St. John (1975) concluded that further investigation of the general question--"Does desegregation benefit children?"--would seem a waste of resources. "The pressing need now is to discover the school conditions under which the benefits of mixed schooling are maximized and its hardships minimized."

During the 1970's a number of professional educator organizations also realized a pressing need to change school conditions (e.g., the American Association of Colleges for Teacher Education (AACTE), the Association for Supervision and Curriculum Development, the National Education Association, the National Council of Teachers of Mathematics, the Modern Language Association, and the National Council of Social Sciences, as well as others); they publicly rejected the melting pot concept and endorsed multicultural education in schools and colleges (AACTE, 1976).

In Educating a Profession (1976), Howsam, et al. reminded public schools of a legal restriction against conferring "benefits on one group while withholding them from another," but the authors recognized that "teachers are not prepared either personally or professionally for such service.... all teachers need professional preparation for this role." (Emphasis the authors'.) AACTE surveys in 1977 indicate that at least twenty states passed legislation endorsing multicultural education or even requiring some measure of it for teacher certification, and many higher education agencies developed, or had imposed upon them, Black Studies, Mexican American Studies, Native American Studies, Asian American Studies, or minority studies programs of one kind or another. Nevertheless, the results were disappointing. There

were exceptions, but on many campuses the minority studies programs were "ghettoized" and had little if any impact on teacher education programs (Banks, 1975b; Eko, 1973; Gibbs, 1974; Katz, 1973; Sanchez, 1972; West, 1974). Multicultural courses offered in teacher-training curricula were frequently elective and prospective teachers received little encouragement to enroll in them (Katz, 1973; Sullivan, 1974; West, 1974; Rivlin and Gold, 1975; Arciniega, 1975; Smith, 1969; Garcia, 1974; Hilliard, 1974; Hunter, 1974; AACTE, 1976; Baptiste, 1977; Braun, 1977). This makes multicultural inservice education all the more critical for quality education and equality of educational opportunity.

Desegregation literature is replete with studies, reports, and monographs indicating the need for effective multicultural inservice education (e.g., Banks, 1973, 1975a, 1975b; Castañeda, et al., 1974; Ornstein, et al., 1975; Dillon, 1976; Braun, 1977; Jones, King, et al; Phillips, 1978; Rodriguez, 1978; and Blackwell, 1978; Grant, 1979). Multicultural education requires teachers who recognize and capitalize on the existence of ethnic diversity for enriching the teaching of youth. Until higher education agencies prepare teachers to do this, it can only be done through inservice training. Before there can be equal educational opportunity, there has to be effective staff inservice programs for all school personnel to prevent negative classroom experiences which reinforce stereotypes and prejudices, to remedy teachers' lack of knowledge concerning student cultural backgrounds, to provide classroom atmospheres which encourage interracial friendship and understanding, and to teach children to be culturally literate.

Definitions

One of the findings of the WIEDS study is that there is no universal agreement on definitions of terms relating to desegregation and integration. The following terms are defined as they are used in this study.

Desegregation - is the ending of segregation, the bringing together of previously segregated groups.

Integration - the situation wherein people of different groups tend to interact cooperatively on a basis of equal status and trust as they know, understand, and respect each other's culture and contributions.

Race - a more or less distinct human population group distinguished by genetically transmitted physical characteristics.

Culture - the totality of socially transmitted behavior patterns, including: language, social customs (as family organization), ethics and values (including religion), diet, and costume/dress.

Ethnic group - a group with a common cultural background (see above); not synonomous with race.

Multicultural education - is a learning process composed of an atmosphere and curriculum which are humanistic and pluralistic and which promotes affective as well as cognitive and psychomotor development. Multicultural instruction takes into account the individual's culture as well as other aspects of his/her background which are relevant to the student's dignity, needs, and learning styles. Multicultural curriculum is relevant to local as well as national cultures, and meets the individual's needs to know of his/her own culture as well as those of others. In its broad sense, multicultural education encompasses sex roles and socio-economic strata as well as ethnic groups, promoting intergroup understanding and cooperation and individual development to the maximum of each student's abilities. Multicultural education helps provide equal educational opportunity, promote racial harmony, and prepare students for happier, more productive lives in the culturally pluralistic U. S. society by providing more career choices

and social options and enables him or her to learn more from and to cooperate more with others.

Staff development (SD) and/or inservice education (IE) - professional development of school personnel, whether undertaken individually or with others, informally or in a structured context. It promotes acquisition of knowledge and development of skills, including those in human relations.

SD/IE Program - in an educational context, a "program" consists of all the instructional materials, personnel, facilities, educational processes and related factors and resources used in achieving specified goals and objectives.

Methodology and Techniques

In its second phase the WIEDS staff constructed and administered a questionnaire which elicited responses from 132 central office school administrators and fourteen staff members of Title IV General Assistance Center members in the six state Southwest Educational Development Laboratory (SEDL) region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas). In the survey, respondents rated the effectiveness of 89 strategies to promote desegregation/integration and listed desegregation/integration needs still remaining in their districts. During its third phase, WIEDS used on-site interviews to add to its data base. The Data Collection/ Analysis/Synthesis Plan is depicted in Figure 1.

After re-examination of WIEDS survey data and literature review, and with input from consultants and SEDL staff, the WIEDS staff developed separate interview schedules for five categories of interviewees. The secondary schedules were field tested in an Austin, Texas high school. Some questions on all schedules were revised again before their use in six selected local education agencies (LEAs).

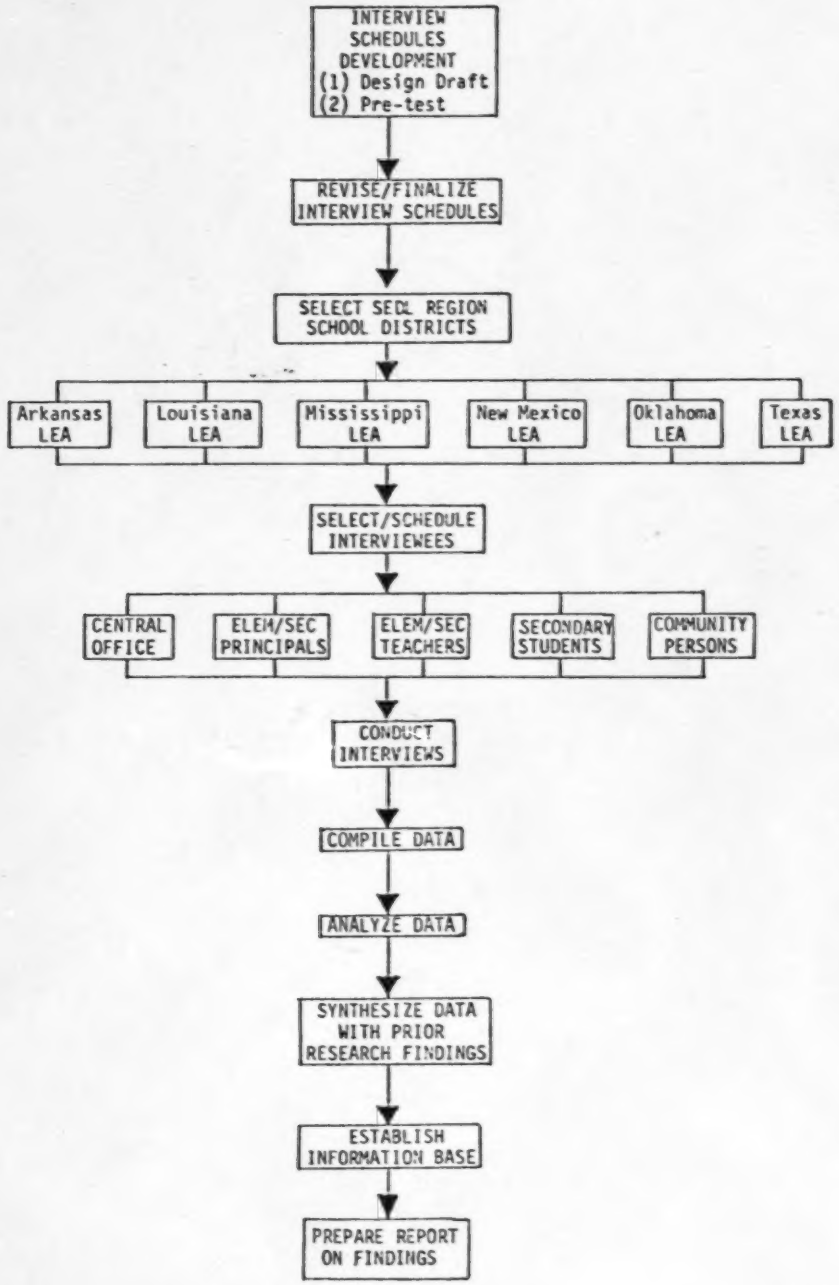

Figure 1

DATA COLLECTION/ANALYSIS/SYNTHESIS PLAN

Description of Sample

In selecting potential school districts to involve in the interview process, the WIEDS staff used quality and demographic criteria.

1) Quality Criteria

Successful desegregation experience--comparison of pre-desegregation items with post-desegregation items on survey.

2) Demographic Criteria

a) Size of district--at least four schools and an average daily attendance of at least 1000.

b) Racial composition of student body--between 20 percent and 75 percent minority.

Initial screening, based on the criteria above, of the Phase II survey instruments led to the selection of five to nine prospective LEAs in each of the six states. Telephone interviews with the superintendents of these schools were used to make the final selection of one district in each state.

Of the six districts chosen, five were desegregated under Federal court order. In the sixth, the superintendent took the initiative, and a significant measure of desegregation was accomplished, apparently with the community divided. All six used busing to desegregate students.

In only one district was there general agreement that a crisis existed when desegregation was initiated, i.e., violence to the extent that schools were temporarily closed. In another district there were mixed opinions about whether there was a crisis; some thought schools should have been closed. In two LEAs there was consensus that the general atmosphere was calm. In three districts opinions varied, from calm to anticipated crisis, reflecting perhaps the variety of conditions in schools with which the respondents were most familiar, rather than in the whole district.

WIEDS staff selected LEA sites to include the principal racial combinations in the SEDL region. Three sites are primarily Black-Anglo desegregated districts; one is essentially Hispanic-Anglo; and two are tri-racial (one

Anglo-Black-Hispanic and one Anglo-Black-Native American). The racial composition of the six districts' students, faculty, and staff are shown in Table 1.

WIEDS staff planned to collect data on site in the six school districts in interviews with approximately 32 people in each LEA, divided among five categories: (1) two central office personnel (CO), (2) three principals, (3) nine teachers, (4) nine students, and (5) nine parents and other community members. The actual 193 respondents are delineated by LEA and category in Table 2.

TABLE 2
RESPONDENTS BY LEA AND CATEGORY

Category:	CO	Pr	Tch	Stu	P/C	TOTAL
LEA 1	5	3	9	9	9	35
2	2	3	10	9	10	34
3	2	3	9	9	8	31
4	2	3	9	9	9	32
5	4	2	9	9	10	34
6	2	3	8	7	7	27
TOTALS	17	17	54	52	53	193

CO = Central Office
Pr = Principal
Tch = Teacher
Stu = Student
P/C = Parent/Community

In an effort to make the interview list as representative for race and sex as possible, WIEDS staff drew up a matrix for each LEA, and requested that each liaison person, an administrator in each district, make selections accordingly. In selecting respondents, the liaison persons generally followed the matrices of race, sex, and categories.

In Tables 3 - 6, the CO, principal, teacher, and student respondents are divided according to certain demographic and other factors for further analysis. These factors include race, experience in current position, age, sex, training related to desegregation, and personal involvement in desegregation of their district.

TABLE 1
STUDENTS, FACULTY, SELECTED STAFF
OF SIX INTERVIEW SITES, 1978-1979

LEA		Students							Teachers											
						Totals			A		B		H		NA		Totals			
		A	B	H	NA	A	M	T	M	F	M	F	M	F	M	F	M	F	A	M
1	N	17,763	3,983	8,871		17,763	12,854	30,617	1,412		136		107				1,655		1,412	243
	%	58%	13%	29%		58%	42%		85%		8%		7%						85%	15%
2	N	20,856	7,600	163	6	20,856	7,769	28,625	963		280						1,243		963	280
	%	73%	26%	1%	-	73%	27%		77%		23%								77%	23%
3	N	5,145	1,695	36	1,494	5,145	3,225	8,370	292		69				55		416		292	124
	%	61%	20%	-	18%	61%	39%		70%		17%				13%				70%	30%
4	N	10,776	12,416			10,776	12,416	23,192	840		385						1,225		840	385
	%	46%	54%			46%	54%		69%		31%								69%	31%
5	N	4,126	4,430		5	4,126	4,435	8,561	297		138						435		297	138
	%	48%	52%		-	48%	52%		68%		32%								68%	32%
6	N	3,703	55	7,967	217	3,703	8,239	11,942	88	232	3	2	104	144	1	2	196	380	320	256
	%	31%	0.5%	67%	1.5%	31%	69%		15%	41%	-	-	18%	21%	-	-	34%	66%	56%	44%
Totals	N	62,369	30,179	17,037	1,722	62,369	48,938	111,307	4,124		1,013		355		58		5,550		4,124	1,426
	%	56%	27%	15%	2%	56%	44%		74%		19%		6%		1%				74%	26%

(Continued on following page)

TABLE 1 (cont'd)
STUDENTS, FACULTY, SELECTED STAFF
OF SIX INTERVIEW SITES, 1978-1979

LEA		Principals													CO											
		A		B		H		NA		Totals					A		B		H		NA					
		M	F	M	F	M	F	M	F	M	F	A	M	T	M	F	M	F	M	F	M	F	M	F	A	M	T
1	N	24	5	5	1	2				31	6	29	8	37	5								5		5		5
	%									84%	16%	78%	22%														
2	N	27	1	7	2					34	3	28	9	37	2								2		2		2
	%									92%	8%	76%	24%														
3	N	10		5				4	1	19	1	10	10	20	3						1		4		3	1	4
	%									95%	5%	50%	50%														
4	N	20	9	5	4					25	13	29	9	38	3	2		2					5	2	5	2	7
	%									66%	34%	76%	24%														
5	N	8	5	3	1					11	6	13	4	17	3								3		3		3
	%									65%	35%	76%	24%														
6	N	7	2			18	4			25	6	9	22	31	4				2				6		4	2	6
	%									81%	19%	29%	71%														
Totals	N	96	22	25	8	20	4	4	1	145	35	118	62	180	20	2		2	2		1		25	2	22	5	27
	%	54%	12%	14%	4%	11%	2%	2%	1%	81%	19%	66%	34%		75%	7%		7%	7%		4%		93%	7%	81%	19%	

TABLE 3
DEMOGRAPHIC CHARACTERISTICS OF CO ADMINISTRATORS

RACE	Years in Current Position					Age				Sex		Training Related to Desegregation				Personal Involvement in Desegregation		
	-1	1-2	3-5	6-10	+ 10	20-29	30-39	40-49	Over 50	M	F	Work-shops	Semi-nar	On Job Experience	None	Limited	General	In-depth
Anglo (N = 13)	2	1	3	3	4		2	6	5	11	2	4	1	2	6	4	2	7
Black (N = 3)			1	1	1			2	1	1	2	1	1	1			1	2
Hispanic (N = 1)				1				1		1		1						1
Native American (N = 0)																		
TOTALS (N = 17)	2	1	4	5	5		2	9	6	13	4	6	2	3	6	4	3	10

TABLE 4
DEMOGRAPHIC CHARACTERISTICS OF PRINCIPALS

RACE	Level			Years in Current Position					Age				Sex		Training Related to Desegregation				Personal Involvement in Desegregation		
	El	JH	HS	-1	1-2	3-5	6-10	+ 10	20-29	30-39	40-49	Over 50	M	F	Work-Shops	Semi-nar	Coll. Rel.	None	Limited	General	In-depth
Anglo (N = 9)	3	3	3	1	2	1	2	3			5	4	6	3	1		4	4	2	1	6
Black (N = 6)	2	2	2	1	1		3	1			3	3	4	2	2	1		3		1	5
Hispanic (N = 1)		1				1					1			1	1						1
Lebanese (N = 1)		1					1					1		1				1		1	
TOTALS (N = 17)	5	7	5	2	3	2	6	4			9	8	10	7	4	1	4	8	2	3	12

TABLE 5
DEMOGRAPHIC CHARACTERISTICS OF TEACHERS

RACE	Level			Age				Sex		Training Related to Desegregation				Personal Involvement in Schools' Deseg.		
	El	JH	HS	20-29	30-39	40-49	Over 50	M	F	Work-shops	Semi-nar	Coll. Rel.	None	Limi-ted	Gen-eral	In-depth
Anglo (N = 21)	7	5	9	2	8	3	5	8	13	4		1	11	2	6	8
Black (N = 23)	10	7	6	4	9	5	1	8	15	7	1	1	9	2	8	9
Hispanic (N = 6)	2	2	2	2	2	2		4	2	2			2	2	2	1
Native American (N = 4)	2	1	1	2	1	1		2	2			1		1	1	
TOTALS (N = 54)	21	15	18	10	20	11	6	22	32	13	1	3	22	7	17	18

TABLE 6
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

RACE	Level		Sex		Personal Involvement in Desegregation		
	JH-MS	HS	M	F	Limi-ted	Gen-eral	In-depth
Anglo (N = 24)	5	19	12	12	7	14	3
Black (N = 17)	2	15	9	8	6	9	2
Hispanic (N = 7)	3	4	4	3	5	2	
Native American (N = 4)	2	2	1	3		4	
TOTALS (N = 52)	12	40	26	26	18	29	5

WIEDS' requests to the LEA were for at least two CO interviewees, of different sexes and races if possible. There were relatively fewer minority and women CO administrators from which to select, although WIEDS staff suggested that for its purposes, "central office" would include curriculum specialists, program directors, and others who had responsibilities in more than one school. Two of the four minority CO administrators were women. No Native American CO was selected by any liaison person for interview.* Of the CO respondents, the minority administrators were proportionally more often personally involved in the desegregation of their schools. Slightly more than half (7 of 13) of the Anglos had indepth involvement, 75% (3 of 4) of the minorities did. No minority administrators had limited involvement, while four Anglos did.

As shown in Table 4, Demographic Characteristics of Principals, the minority principals also, were proportionally more involved in the desegregation of their schools. And, as with the CO, the minority principals interviewed are equally divided, men and women. The Anglo disproportion of male to female is not so pronounced with principals (6 to 3) as with CO (11 to 2).

Of teachers interviewed, there are relatively more minorities and women, as shown in Table 5. The pattern of proportionally heavier personal involvement of minorities changes slightly here. Black and Anglo teachers were involved at about the same ratio, but Hispanic and Native Americans less involved. As groups, the minority teachers were younger than the Anglo, indicating perhaps that as the LEAs desegregated and hired more minority teachers, they hired younger ones, and that probably fewer new Anglo teachers had been hired recently.

* As shown on Table 1, there was only one Native American CO, a male, in the six districts.

As the data on the students is displayed on Table 6, the race and sex balance of the student interviewees is roughly proportional to the total enrollments of the six LEAs. As seems to be the case in most desegregated schools, faculty and especially administrative staffs are seldom racially balanced in proportion to their respective student bodies but generally have significantly higher proportions of Anglos.

TABLE 7
DEMOGRAPHIC CHARACTERISTICS OF
PARENT/COMMUNITY PERSONS

RACE	Personal Involvement in Desegregation			Age				Sex		TOTALS
	Limi-ted	Gen-eral	In-depth	20-29	30-39	40-49	Over 50	M	F	
Anglo	3	4	10	1	8	8	4	11	12	23
Black	1	5	12		4	4	9	9	11	20
Hispanic		3	2		1	3	1	2	3	5
Native American	1	1	3	1		2	2	4	1	5
TOTALS	5	13	25	1	13	17	16	26	27	53

Among the parents interviewed, more than half reported indepth involvement in desegregation of their schools. Again, the Black, Hispanic, and Native American were more involved than Anglos. Minority parents interviewed, especially Hispanic and Indian, were older than Anglo parent interviewees. Almost equal numbers of mothers and fathers were interviewed, with only one more mother than father. The ratio of one to one for mothers and fathers was roughly the same for each racial group involved, except for Native Americans, whose father interviewees outnumbered the mothers four to one.

The interviews were conducted according to the following guidelines:

a. Length - interviews ranged from 30 minutes to one hour.

b. Method of Recording - interviews were audiotaped to provide an exact record of the interview and to provide for maximum information within the allotted time.

c. Option - for those interviewees who chose not to be audiotaped, the project staff took notes on the interview schedule.

d. Information collected - in addition to the interview content, demographic data was collected for each interviewee (race, age, sex, years in position, involvement in desegregation, etc.)

The data collection activities occurred during the period from mid-February to mid-May, 1979.

Limitations

Although in race and sex the respondents were generally representative of their respective districts, there is no way of knowing the extent to which diversity of viewpoints was represented among them. No district used any random sampling method in their selection process. A few of the teachers and parents expressed surprise that an administrator had selected them to be interviewed. These respondents professed to be outspoken and sometimes critical of their administration's desegregation policies and/or methods, and this was frequently indicated in the interviews.

Almost without exception, it seems, the students selected were (1) among the most "involved" in school activities, (2) "leaders" in school sports, government, and/or social life, and (3) "articulate." Only a few were, in any way, critical of administrative policies or practices. None could be characterized as disaffected or as being in any socio-economic strata lower than middle class and thus appeared to be upwardly mobile within the system.

Thus, the respondents as a group were not diversified according to socio-economic class but were heterogeneous in race, sex, and age. A few minority and majority students and adults nevertheless expressed feelings that minority students were sometimes discriminated against in receiving more punishment and less encouragement in academic and extracurricular

activities.

No claims are made for the study's being statistically representative of the nation's or even the region's schools. But the districts studied are probably not atypical either. The conditions, prob'ems, and strategies of the WIEDS study schools seem consistent with those described in desegregation literature. It is believed that by focusing on staff development (SD) needs, this study can make a contribution toward improving the quality of education and race relations, as well as promoting equal educational opportunity.

Findings

To facilitate its efforts to determine the strategies deemed most successful in the SEDL region, WIEDS staff members distilled numerous strategies under eight goal areas, one of which is SD. Findings related to that goal area will be focused on here. Findings from other areas will be included when they have apparent or possible relationships with SD.

Project WIEDS' findings indicate some of the factors which probably influenced the selection of SD activities used in a district and also some of the ways in which SD may influence conditions in the schools and the district. Table 8 shows data on the "Relationship of SD Activities and Atmosphere When Desegregation Was Begun and Possible SD Effects on Community Support."

In considering SD and "Atmosphere," the tabulated data are not to be construed as indicating how SD influenced the LEA atmosphere when desegregation was begun. Rather the relationship is of the initial atmosphere and the selection of SD topics. There is evidence that some of the SD activities may have been used as crisis prevention/resolution strategies.

On Table 8, the mean shown under "Initial Atmosphere" indicates the level of tension on a four point scale with 1 = crisis, 2 = mild disruption,

TABLE 8
RELATIONSHIP OF SD ACTIVITIES
AND ATMOSPHERE WHEN DESEGREGATION WAS BEGUN
AND POSSIBLE SD EFFECTS ON COMMUNITY SUPPORT
(Based on Responses of Central Office, Principals,
Teachers, Parent/Community Persons)

Staff Development Activities	Initial Atmos of LEAs (a)	Possible Effect on Community Racial Group Support (b)			
		A	B	H	NA
Use of Multiethnic material	2.71*	- (14) 4.14	- (13) 3.85	+ (5) 4.40	- (6) 4.33
Communications skills	2.89	+ (11) 4.64	+ (10) 4.30	+ (5) 4.40	- (4) 4.25
Cultural awareness	2.80	+ (17) 4.47	+ (16) 4.31	+ (6) 4.50	- (6) 4.33
Ethnic linguistic patterns	2.11	+ (12) 4.75	+ (11) 4.27	- (3) 4.33	- (3) 4.33
Bilingual materials	4.00*	+ (4) 4.50	- (3) 4.00	+ (4) 4.75	= (2) 4.50
Classroom management	2.00	+ (8) 4.62	- (8) 4.00	+ (1) 5.00	(0)
Disciplinary skills	2.22	- (11) 4.36	- (10) 4.10	+ (2) 4.50	- (3) 4.33
Behavior modification	2.00	- (11) 4.00	- (10) 3.90	+ (3) 4.67	- (3) 4.33
Teacher effectiveness training	2.33	- (5) 3.80	+ (4) 4.50	+ (1) 5.00	= (2) 4.50
Leadership effectiveness training	2.25	- (6) 4.33	+ (6) 4.33	- (2) 4.00	- (2) 4.00
Values clarification	2.00	- (6) 4.00	+ (6) 4.60	+ (1) 5.00	= (2) 4.50
Reality therapy	2.00	- (7) 4.14	Data lost in print-out	+ (1) 4.00	+ (1) 5.00

The Statistical Package for the Social Sciences (SPSS) was used to process data.

(a) Based on 4 point scale, 1 = crisis, 2 = mild disruption, 3 = anticipated crisis, and 4 = calm.

* Significant at $<.05$; other correlations not statistically significant.

(b) Under each of four racial group's columns are: (1) positive (+) or negative (-) effect on group support; (2) number of responses relevant to this relationship; (3) mean of that group's perceived support of desegregation after SD activities were implemented, based on scale of 1 = much less support, 2 = somewhat less, 3 = same, 4 = somewhat more, 5 = much more support.

3 = anticipated crisis, and 4 = calm. Means below 2.50 are thus closer to crisis than to calm.* The range is from 2.00 to 4.00, with eight of the twelve activities being used where the initial atmosphere mean was below 2.33. Those activities, which might be considered efforts to deal with more "overt" or "immediate" problems, include behavior modification, classroom management, disciplinary skills, values clarification, reality therapy, leadership effectiveness training (LET), and teacher effectiveness training (TET). Those used more often when the mean was closer to "calm" include training for use of multiethnic or bilingual materials, cultural awareness, and communications skills. Training for use of bilingual materials was provided only in districts whose initial desegregation atmosphere was calm. Thus it appears that some SD activities may have been used as crisis prevention or crisis resolution strategies.

The possible effects of the SD activities on racial group support seem significant. The plus and minus signs in Table 8 indicate a tendency to a positive or negative relationship of the use of a SD activity to a group's support of desegregation. Thus Anglo, Black, and Indian support tended to be lower and Hispanic support higher where training for use of multiethnic material was offered. Before any possible relationships are examined, however, a reminder is offered: there is at this point no way of assessing the quality of the content or the effectiveness of the delivery of this SD/IE. There is no way to determine at this time whether any particular workshop or other SD activity was well planned and carried out, and effective SD may have had positive effects and ineffective SD may have had negative effects on a number of conditions. Therefore, any observations about possible relationships must be tentative.

---

* The Statistical Package for the Social Sciences (SPSS) was used to process data.

Cultural awareness and communications skills training tended toward a positive relationship with increased support of all groups except Native American. No other SD activity showed these positive tendencies for all three non-Indian groups. In tri-racial situations there might be advantages and disadvantages for any one activity. An example of this is seen in training for ethnic linguistic patterns (such as Black English) and bilingual materials (such as Spanish-English). The tendency for both of these was to increase Anglo support. But while SD in Black English tended also to relate positively with Black community support, it tended to relate negatively with Hispanic support. On the other hand, where SD in Spanish-English was offered, it tended to have a positive relationship with Hispanic support and negative with Black support for desegregation. There is, of course, the option of offering both, as was done in one district, evidently with positive effects on both Hispanic and Black support.

Except for "classroom management," Anglo support related negatively with the last seven SD activities listed, mostly those identified earlier as perhaps being used to help resolve/prevent crises. SD concerning classroom management, disciplinary skills, and behavior modification tended to relate negatively to Black support for desegregation. But TET, LET, and values clarification SD tended to relate positively with Black community support. Hispanic support tended to relate positively with SD for classroom management, disciplinary skills, behavior modification, TET, values clarification, and reality therapy, and negatively with LET. Again, this is not to say that a certain activity brought about a certain group's support or non-support. It does seem, however, that on the basis of this data, further study of potential relationships between SD activities and community support is warranted. The same is true of SD activities and race relations.

Data indicating possible relationships of SD activities and race relations are shown in Table 9. All of the listed activities tended to relate positively with students' race relations (with an overall mean of 4.30 on a Likert scale of 1-5: 1 = not well, 2 = somewhat satisfactorily, 3 = satisfactorily, 4 = well, 5 = very well). Most (eight of the twelve) relate negatively with the relations between students-teachers. Four activities tended to relate positively to good race relations between students and teachers (4.23). These were SD for (1) cultural awareness, (2) linguistic patterns, (3) classroom management skills, and (4) discipline skills. Two of those four, SD for cultural awareness and linguistic patterns, were among the three activities tending to relate positively to good race relations between teachers; the third was SD for communication skills.

The lowest quality race relations (4.12) as indicated by the respondents, were between teachers and parents. But according to data collected, all of the activities except reality therapy training tended to relate positively with good race relations between teachers and parents.

The quality of race relations between administrators and students (4.38), administrators and teachers (4.46), and administrators and parents (4.40) are similar in overall means as reported by all respondents. Four of the SD activities tended to relate positively to the administrators' good race relations with others. These are: (1) training for use of multiethnic materials, (2) communications skills, (3) cultural awareness, and (4) linguistic patterns. Disciplinary skills training also tended to relate positively with good race relations between administrators and students and between administrators and teachers. None of the other SD activities tended to relate positively with any administrators' race relations.

The implication of these relationship tendencies is that some activities may have beneficial effects on race relations. Some respondents volunteered

TABLE 9
RELATIONSHIP OF STAFF DEVELOPMENT
ACTIVITIES AND SCHOOL RACE RELATIONS

Staff Development Training	Race Relations by Categories															
	Students-Students				Students-Teachers				Teachers-Teachers				Teachers-Parents			
	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel
Multiethnic materials	4.30	20	4.45	+	4.23	19	3.89	-	4.51	20	4.45	-	4.12	18	4.33	+
Communications skills		28	4.75*	+		28	4.14	-		28	4.57	+		28	4.29	+
Cultural awareness		35	4.51	+		35	4.31	+		35	4.60	+		34	4.41	+
Ethnic linguistic patterns		16	4.75*	+		16	4.44	+		16	4.69	+		16	4.38	+
Bilingual materials		11	4.73	+		11	4.09	-		11	4.36	-		11	4.45	+
Classroom management		21	4.76*	+		21	4.29	+		21	4.43	-		21	4.29	+
Disciplinary skills		32	4.50	+		32	4.25	+		32	4.41	-		31	4.32	+
Behavior modification		30	4.43	+		29	4.00	-		30	4.33	-		28	4.25	+
Teacher effectiveness		23	4.43	+		23	4.00	-		23	4.35	-		22	4.36	+
Leadership effectiveness		16	4.63	+		16	4.00	-		16	4.50	-		16	4.25	+
Values clarification		23	4.57	+		23	4.13	-		23	4.39	-		23	4.22	+
Reality therapy		15	4.40	+		14	4.00	-		15	4.40	-		14	4.07	-

Staff Development Training	Race Relations by Categories											
	Admins-Stus				Admins-Tchrs				Admins-Parents			
	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel
Multiethnic materials	4.38	19	4.58	+	4.46	19	4.68	+	4.40	19	4.58	+
Communications skills		28	4.46	+		28	4.61	+		28	4.43	+
Cultural awareness		35	4.54	+		35	4.63	+		35	4.54	+
Ethnic linguistic patterns		16	4.63	+		16	4.69	+		16	4.56	+
Bilingual materials		11	4.55	+		11	4.45	-		11	4.55	+
Classroom management		21	4.29	-		21	4.38	-		21	4.33	-
Disciplinary skills		32	4.44	+		31	4.55	+		31	4.39	-
Behavior modification		29	4.31	-		29	4.38	-		29	4.28	-
Teacher effectiveness		23	4.30	-		23	4.26	-		23	4.35	-
Leadership effectiveness		16	4.38	-		16	4.38	-		16	4.19	-
Values clarification		23	4.22	-		23	4.39	-		23	4.17	-
Reality therapy		14	4.07	-		14	4.29	-		14	3.93*	-

Based on responses by CO, Pr, T, S, & P/C.
Relations mean based on 5 point scale of 1 = Not well, 2 = Somewhat satisfactorily, 4 Well, 5 = Very well.
* Significant at $< .05$.

examples of situations in which they said that SD training had helped. For example, one biracial LEA experienced considerable racial tension and conflict over their homecoming queen elections and many other activities after a Black high school and an Anglo high school desegregated. A biracial cadre of counselors, who had had inservice education in human relations skills and cultural awareness, worked with a biracial committee of students, faculty, staff, and parents to solve the problems and homecoming events went smoothly. One of the solutions was to devise a quota system of homecoming "royalty" which reportedly became a "tradition" quickly and students expected an integrated "court." Respondents reported that this was carried over into other extracurricular activities and biracial participation was promoted after the cadre provided SD in human relations skills and cultural awareness to a number of other staff and faculty members, and that race relations improved significantly.

Remaining Needs/Recommendations

The WIEDS interviews also probed for remaining desegregation problems as perceived by parents, students, teachers, principals, and central office administrators. A summary of the responses is shown in Table 10. The two need areas identified most frequently by respondents were: (1) lack of minority student curricular and extracurricular participation and involvement and (2) racial attitudes of parents/faculty/students/administrators. According to the responses, especially of minority students and parents, in that the relative lack of minority involvement is caused primarily by negative attitudes of many parents, faculty, students, and administrators which result in poor race relations and an environment not conducive to participation. It would seem then that SD activities to improve race relations, including those identified earlier on Table 9 as tending to relate positively with good race relations, would probably be helpful.

TABLE 10
SUMMARY OF DESEGREGATION PROBLEMS REMAINING
AS IDENTIFIED BY CO, PRINCIPAL, TEACHER,
STUDENT, AND PARENT RESPONDENTS

1) Student/Faculty Desegregation

a) Need more minority staff - 7
b) Need racial balancing - 5
c) Busing interferes with extracurricular activities - 2
d) Integration is not working - 2
e) Need racial balance in social activities - 1
f) Integrate the community - 1
g) Need biracial team teaching (B/W) - 1
h) Move the 6th grade to junior high - 1
i) Mid-year changeover causes confusion - 1

2) Bilingual/Multicultural Perspectives

a) Need cultural awareness for teachers - 4
b) Integrate the curriculum - 4
c) More multicultural materials - 2
d) Upgrade bilingual programs - 1

3) Promoting Positive Race Relations

a) Lack of minority student participation/involvement - 25
b) Racist attitudes of parents/faculty/students/administrators - 19
c) Need equal educational opportunities - 4
d) Student/parent apathy - 4
e) Students not interested in learning - 3
f) Unfair testing of minority students - 2
g) Grouping of students isolates minorities - 2
h) Racial isolation - 1
i) Enhance child's self-concept - 1
j) Educate children about racial equality - 1
k) Need more sensitive teachers - 1

4) Educational Facilities/Equipment

a) Unequal school facilities/equipment - 4
b) More money for classes - 2
c) Improve athletic program - 1

5) Communication with the Community

a) Need more parent involvement - 14
b) Need more communication among administrators/faculty/students/parents - 5
c) Use school as resource for parents - 1

6) Procedures to Facilitate the Desegregation/Integration Processes

a) Quality of education - 13
b) Discipline unfair to minorities - 9
c) Attendance - 5
d) Need more qualified teachers - 3
e) Too many minority dropouts - 2
f) Federal regulations not enforced - 2
g) Need responsibility in leadership - 2
h) Need more sensitive teachers - 1
i) Open campus concept - 1
j) Homeroom policy - 1
k) Advisor/advisee program - 1
l) Grading/attendance system unfair to minorities - 1

Needs for improved communication with parents and community (5) and for more parent involvement in school affairs were also identified comparatively frequently (14), as shown on Table 10. Two of the WIEDS site LEAs had programs which involved parents as volunteers and paid aides, and respondents there indicated that the results in home-school communication and cooperation had been worthwhile. As shown on Table 11, "Effectiveness of Strategies to Promote Parent/Community Involvement and/or Improve Communication with the Community," the strategy of involving parents in "human relations and other training" was given the highest possible rating (5.00) by both white and minority parents. They rated this SD activity higher than the strategies of using parents in the schools as paid employees (4.56) or volunteers (4.88) and most other strategies. Because "need for more parent involvement" was mentioned so frequently, Project WIEDS plans SD models and guidelines to help meet this need. This is a SD activity not identified as used in the six interview LEAs.

Many of the identified needs pertained to quality of education (13), discipline and inequitable punishment (9), and attendance problems (5). "Quality of education" concerns need to be refined precisely, but when related to desegregation, they frequently translate into needs for cultural awareness and additional teaching and motivational skills on the part of faculty and staff. Teachers and administrators may not understand that their behavior may be prompting aggressive behavior in some students and withdrawal in others, that these problems may be related to culture clash in the schools and classroom.

In summary, the areas of unmet needs identified by respondents include: (1) cultural awareness, (2) human relations, (3) curriculum revision, (4) pupil motivation, discipline, and attendance, (5) teaching methods and learning styles, (6) parental involvement, and (7) segregation within the classroom and extracurricular activities.

TABLE 11
EFFECTIVENESS OF STRATEGIES TO PROMOTE PARENT/COMMUNITY INVOLVEMENT AND/OR IMPROVE COMMUNICATION WITH THE COMMUNITY

Scale: 3 = None; 4 = Somewhat; 5 = Most

STRATEGY	RACE	CO		Pr		P/C		TOTALS	
		N	Mean Effect	N	Mean Effect	N	Mean Effect	N	Mean Effect
Rumor/information center	A	4	5.00	5	4.80	7	4.71	16	4.81
	M	1	5.00	1	5.00	7	4.86	9	4.89
	Total	5	5.00	6	4.83	14	4.78	25	4.84
District/school/community liaison	A	6	5.00	6	4.67	5	4.80	17	4.82
	M	2	5.00	3	5.00	8	5.00	13	5.00
	Total	8	5.00	9	4.78	13	4.92	30	4.90
Media use	A	7	4.86	6	4.67	8	4.87	21	4.80
	M	1	5.00	5	5.00	11	4.45	17	4.64
	Total	8	4.87	4	4.82	19	4.62	38	4.76
Written information to parents	A	5	4.60	5	4.80	4	4.50	14	4.64
	M	1	5.00	3	5.00	4	5.00	8	5.00
	Total	6	4.67	8	4.87	8	4.75	22	4.77
Neighborhood coffees	A	3	4.67	2	4.00	0		5	4.40
	M	1	5.00	1	4.00	2	5.00	4	4.75
	Total	4	4.75	3	4.00	2	5.00	9	4.56
Public forums	A	4	5.00	3	5.00	3	4.67	10	4.90
	M	1	5.00	2	5.00	6	5.00	9	5.00
	Total	5	5.00	5	5.00	9	4.89	19	4.95
Speaking to church, social, or other groups	A	2	4.50	3	4.67	1	5.00	6	4.67
	M	1	5.00	1	5.00	3	5.00	5	5.00
	Total	3	4.67	4	4.75	4	5.00	11	4.82
Community liaison workers	A	5	5.00	3	5.00	2	5.00	10	5.00
	M	0		1	5.00	3	5.00	4	5.00
	Total	5	5.00	4	5.00	5	5.00	14	5.00
Human relations/other training for parents/ community	A	3	4.67	3	5.00	6	5.00	12	4.91
	M	1	5.00	2	4.50	5	5.00	8	4.87
	Total	4	4.75	5	4.80	11	5.00	20	4.89
Community centers in schools	A	1	5.00	3	5.00	1	5.00	5	5.00
	M	1	4.00	0		1	5.00	2	4.50
	Total	2	4.50	3	5.00	2	5.00	7	4.86
Parents as school employees	A	2	4.50	2	5.00	3	4.33	7	4.55
	M	2	5.00	2	5.00	6	4.67	10	4.80
	Total	4	4.75	4	5.00	9	4.56	17	4.70
Parents as volunteer aides in schools	A	5	4.60	3	5.00	10	4.80	18	4.78
	M	3	5.00	3	5.00	6	5.00	12	5.00
	Totals	8	4.75	6	5.00	16	4.88	30	4.87
Parents/community workers as classroom resources	A	5	4.40	5	5.00	8	5.00	18	4.83
	M	2	5.00	2	5.00	7	4.86	11	4.91
	Totals	7	4.57	7	5.00	15	4.93	29	4.86
PTA	A	6	4.83	5	5.00	13	4.92	24	4.91
	M	2	5.00	3	5.00	9	4.67	14	4.79
	Totals	8	4.87	8	5.00	22	4.82	38	4.87

In its next phase, Project WIEDS will develop SD models and guidelines for schools to promote integration, i.e., to improve education in desegregated schools. It is planned that these models and guidelines will deal with all elements of the five basic SD processes: (1) planning, (2) preparation, (3) implementation, (4) application, and (5) evaluation.

Conclusions

Based on the WIEDS study findings, the basic content areas/activities which should form the basis of SD guidelines and models to improve education in desegregated schools are:

1) Training for evaluation and use of multicultural materials.
2) Training for evaluation and use of bilingual materials.
3) Communications skills training.
4) Training in cultural awareness.
5) Training in ethnic linguistic patterns.
6) Classroom management training.
7) Disciplinary skills training.
8) Values clarification training.
9) Training for multicultural curriculum development.
10) Training for bilingual curriculum development.
11) Training for integration through extracurricular activities.
12) Training in school-home cooperation approaches and techniques.
13) Training in motivational skills.

Four content areas included on the WIEDS interview schedule are omitted although they were used in some of the LEAs. These were (1) behavior modification training, (2) teaching effectiveness training, (3) leadership effectiveness training, and (4) reality therapy. Although these four activities probably contain aspects which may facilitate improvement of education in desegregated schools, they tended to relate negatively to good

race relations and community support for desegregation in some cases. The portions of these activities which can be facilitative for integration can be included in the thirteen content areas listed above. SD training in five content areas has been added to help meet needs identified in the WIEDS study: (1) multicultural curriculum development, (2) bilingual curriculum development, (3) integration through extracurricular activities, (4) school-home cooperation approaches and techniques, (5) motivational skills. These are not innovative SD activities per se; they have been used effectively by some, but they are new to many schools.

In an effort to help meet remaining desegregation needs, Project WIEDS will develop models and guidelines for more effective staff development. This is necessary to: (1) remedy teachers and staffs' lack of knowledge concerning student cultural and linguistic backgrounds, (2) prevent negative classroom/school experiences which reinforce stereotypes and prejudices, (3) teach children to be ethnically literate, (4) involve parents cooperatively in their children's education, (5) help prevent resegregation, and (6) provide classroom atmospheres which encourage learning as well as interracial friendship and cooperation.

REFERENCES

Ainsworth, C. L., Ed. Teachers and Counselors for Mexican American Children. Southwest Educational Development Laboratory, Austin, Texas: Texas Technological College, Lubbock, Texas, 1969.

Amidon, E.D., and J. B. Hough, Eds. Interaction Analysis: Theory, Research and Application. Reading, Mass.: Addition-Wesley Pub. Co., 1967.

Aragon, John, "An Impediment to Cultural Pluralism: Culturally Different Children," Cultural Pluralism in Education: A Mandate for Change. New York, N.Y.: Appleton-Century-Croft, Meredith Corp., 1973.

Arciniega, Thomas A. "The Thrust Toward Pluralism: What Progress?" Educational Leadership, December, 1975.

Banks, James A. Cultural Pluralism: Implications for Curriculum Reform. Revised version of paper presented at the Conference on Pluralism in a Democratic Society sponsored by the Anti-Defamation League of B'nai B'rith. New York, N.Y.: ADL, 1975.

_____. Ethnic Studies as a Process of Curriculum Reform. National Academy of Education, Stanford, California, paper presented at the Anti-Defamation League of B'nai B'rith Conference on Cultural Pluralism. Tarrytown, New York: April 4-6, 1975.

_____. Teaching Ethnic Studies--Concepts and Strategies. Washington, D.C.: National Council for the Social Studies, 1973.

_____. Teaching Strategies for Ethnic Studies. Boston, Mass.: Allyn and Bacon, Inc., 1975.

_____. Teaching the Black Experience: Methods and Materials. Belmont, Calif.: Fearon Publishers, 1970.

_____, and J. B. Grambs, Eds. Black Self-Concept: Implications for Education and Social Science. New York, N.Y.: McGraw-Hill Book Company, 1972.

Baptiste, P.H. "Multicultural Education Evolvement at the University of Houston: A Case Study," in Pluralism and the American Teacher, ed. by F. H. Klassen and D. M. Golnick. Washington, D.C.: American Association of Colleges for Teacher Education, 1977.

Barnes, W. J. "Student-Teacher Dyadic Interactions in Desegregated High School Classrooms." Unpublished doctoral dissertation, The University of Texas at Austin, 1973.

Benitez, Mario. A Blueprint for the Education of the Mexican-American. Paper presented at the Annual Convention of the Comparative and International Educational Society. San Antonio, Texas: March 25-27, 1973.

Blackwell, James E. "Social Factors Affecting Educational Opportunity for Minority Group Students," in Beyond Desegregation: Urgent Issues in the Education of Minorities. New York, N.Y.: The College Entrance Examination Board, 1978.

Bonjean, C. M., R. J. Hill, and S. D. McLemore. Sociological Measurement: An Inventory of Scales and Indices. San Francisco, Calif.: Chandler Publishing Co., 1967.

Braun, M. "Toward Teacher Training for Desegregated Schools: Organization, Content, and Sociocultural Context." Education and Urban Society, May, 1977.

Brophy, J. E., and T. L. Good. Teacher-Child Dyadic Interaction: A Manual for Coding Classroom Behavior. Report Series No. 27. Austin, Texas: The University of Texas Research and Development Center for Teacher Education, 1969.

Castañeda, Alfredo, Richard L. James, and Webster Robbins. The Education Needs of Minority Groups. Lincoln, Neb.: Professional Educators Publications, Inc., 1974.

Della-Dora, D., and J. House, Eds. Education for an Open Society: ASCD 1974 Yearbook. Washington, D.C.: American Association for Supervision and Curriculum Development, 1974.

Dillon, B. "Staff Development: Bright Hope or Empty Promise?" Educational Leadership, December, 1976.

Edmonds, Ronald. "Desegregated Schools and the Parent Agenda for Education." Paper presented at Urban Education National Conference on "From Desegregated Schools to Integrated Education," Milwaukee, Wisconsin, July 12, 1979, to be published by CEMREL, Inc., St. Louis, Missouri.

Eko, Ewa U. Achievement and Promise: Current Impact and Future Prospects of African and Afro-American Studies. Six Institutions' Consortium, Greensboro, N.C. Proceedings of the Fourth Annual Invitational Workshop on African and Afro-American Studies, Greensboro, North Carolina: March 29-31, 1973.

Epps, Edgar. "Effects of Desegregation on Personality Attitudes of Minority Children." Paper presented at Urban Education National Conference on "From Desegregated Schools to Integrated Education," Milwaukee, Wisconsin, July 12, 1979, to be published by CEMREL, Inc., St. Louis, Missouri.

Gage, N. L., Ed. Handbook of Research on Teaching. Chicago, Ill.: Rand McNally and Company, 1963.

Garcia, Ernest F. Chicano Cultural Diversity: Implications for CBTE. ERIC Documents 091 375 MF & HC, 1974.

Garcia, George. "The Latino and Desegregation." Integrateducation, Sept.-Oct., 1976.

Gay, Geneva. "Teachers' Achievement Expectations of Classroom Interactions with Ethnically Different Students." Contemporary Education, Spring, 1975.

Gay, Geneva. Differential Dyadic Interactions of Black and White Teachers with Black and White Pupils in Recently Desegregated Classrooms: A Function of Teacher and Pupil Ethnicity. O. E. Project No. 2F113, January, 1974.

Gibbs, Sandra Elaincia. College and University English Departments and English Major Preparation in Black Literature. Ph.D. Dissertation, University of Illinois at Urbana-Champaign. (Available from University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106), 1974.

Good, T. L., and J. E. Brophy. Looking in Classrooms. New York, N.Y.: Harper and Row, 1973.

Grant, Carl A. "Classroom Socialization: The Other Side of a Two-Way Street." Educational Leadership, April, 1979.

Hilliard, Asa G. Restructuring Teacher Education for Multicultural Imperatives, 1974.

Howsam, Robert B., Dean C. Corrigan, George W. Denemark, and Robert J. Nash. Educating a Profession. Washington, D.C.: American Associatian of Colleges for Teacher Education, 1976.

Hunter, William, Ed. Multicultural Education Through Competency-Based Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1974.

Jones, N. B., A. L. King, et al. "Case Study: Multicultural Education Training for Teachers." Pluralism and the American Teacher, ed. by F. H. Klassen and D. M. Golnick. Washington, D.C.: AACTE, 1977.

Kane, Michael B. Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts. Chicago, Ill.: Quadrangle Books, 1970.

Katz, William A. "The State of Black Studies in U. S. Schools Today: An Interview with Professor La Mar P. Miller." Equal Opportunity Review. New York, N.Y.: Columbia University, April, 1973.

Mangold, L. C. "Pupil-Teacher Dyadic Interactions in Desegregated Elementary School Classrooms." Unpublished doctoral dissertation, The University of Texas at Austin, 1974.

National Advisory Council on Equality of Educational Opportunity. Calendar Year 1977 Report. Washington, D.C.: Government Printing Office, 1978.

Noar, G. Sensitizing Teachers to Ethnic Groups. Boston, Mass.: Allyn & Bacon, 1972.

Ornstein, Allan C., Daniel C. Levine, and Doxey A. Wilkerson. Reforming Metropolitan Schools. Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1975.

Phillips, A. Craig. "The Emerging Issues on School Desegregation." Beyond Desegregation: Urgent Issues in the Education of Minorities. New York, N.Y.: The College Entrance Examination Board, 1978.

Purkey, W. W. Self Concept and School Achievement. Englewood Cliffs, Calif.: Prentice-Hall, 1970.

Rivlin, Harry N. and Milton J. Gold. Teachers for Multicultural Education. New York, N.Y.: Fordham University Teacher Corps, 1975.

Rodriguez, A.M. "A Comprehensive Approach to the Problems of Bilingual-Bicultural Students." Beyond Desegregation: Urgent Issues in the Education of Minorities. New York, N.Y.: College of Entrance Examination Board, 1978.

Sanchez, Rodolfo B. A Chicano Perspective on Social Work Curriculum Development, Social Work Education for Economically Disadvantaged Groups in Texas. An Occasional Paper of the Consortium of Texas Schools of Social Work. University of Texas at Austin. Hogg Foundation for Mental Health. Paper presented at a Social Work Workshop. Houston, Texas: April 13-14, 1972.

Smith, B. Othamel. Teachers for the Real World. Washington, D.C.: American Association of Colleges for Teacher Education, 1969.

St. John, Nancy. School Desegregation: Outcomes for Children. New York, N.Y.: John Wiley & Sons, 1975.

Stent, Madelon D., William R. Hazard, and Harry N. Rivlin, Eds. Cultural Pluralism in Education: A Mandate for Change. New York, N.Y.: Appleton-Century-Croft, Meredith Corporation, 1973.

Sullivan, Allen B. Cultural Competence and Confidence: A Quest for Effective Teaching in a Multicultural Society. Competency Based Multicultural Project Conference, Norman, Oklahoma: June, 1974.

U. S. Commission on Civil Rights. Toward Quality Education for Mexican Americans: A Report...6 vols. Washington, D.C.: U. S. Government Printing Office, 1971, 1974.

Washington, K. R. "An Analysis of the Attitudes of Prospective White Teachers Toward the Inner-City Schools." ERIC Documents, ED 083 176, 1968.

Weinberg, Meyer. Minority Students: A Research Appraisal. Washington, D.C.: National Institute of Education, 1977.

_____. Research Review of Equal Education. Evanston, Inc.: Center for Equal Education, Northwestern University, Winter, 1977.

West, John R. On What Basis Do Students Select Coursework in Black Studies? ed. D. Practicum. Nova University, 1974.